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ABSTRACT

This report, one of a series of country studies on higher education and employment particularly in the humanities and social sciences, looks at employment prospects for social science and humanities graduates in Austria. Organized in three main sections the first reviews past problems in humanities and social science education. In particular the following topics are examined: difficulties in the context of broad changes in the Austrian higher education system and in increased access to higher education; study courses in the humanities and social sciences; specialization, classification, and modernization of these programs; employment of graduates in the 1980s; and employment of graduates in selected disciplines. The second section looks at quantitative development of enrollments and graduates in the humanities and social sciences as compared to other disciplines. A final section reviews recent problems of higher education in Austria, in particular insufficient increase in expenditures for universities in the last decade due to decreasing political support for an expansion of higher education since the mid-1970s and issues raised by membership in the European Community. An appendix contains seven tables. (Contains 11 references.) (JB)

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HIGHER EDUCATION AND EMPLOYMENT: THE CHANGING RELATIONSHIP

THE CASE OF THE HUMANITIES AND SOCIAL SCIENCES

COUNTRY REPORT - AUSTRIA

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COUNTRY STUDY: AUSTRIA

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HIGHER EDUCATION AND EMPLOYMENT: THE CHANGING RELATIONSHIP

Project ii): Higher Education and Employment: The Case of the Humanities and Social Sciences

COUNTRY STUDY: AUSTRIA

This report is one of a series of country studies prepared in the framework of the OECD Education Committee activity on Higher Education and Employment: The Changing Relationship. It deals with one of the three main topics covered by this activity, Higher Education and Employment: The Case of the Humanities and Social Sciences. Together with other country studies on this topic, it provides the background information for the preparation of a Secretariat general report that will be published by the OECD in 1992.

Country studies and general reports are also being made available for the other two projects included under this activity: The Flows of Graduates from Higher Education and their Entry into Working Life; Recent Developments in Continuing Professional Education.

The present country study on Higher Education and Employment: The Case of the Humanities and Social Sciences, has been written by Hans Pechar of the Ministry of Science and Research (Vienna) with assistance from E. Hackl, E. Hollensteiner, L. Lassnigg and P. Neudorfer. The views expressed are those of the authors and do not necessarily commit the national authorities concerned or the Organisation.

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A. A REVIEW OF PROBLEMS IN THE HUMANITIES AND SOCIAL SCIENCES

1. The Humanities and Social Sciences in the Context of Massification of Higher Education

The expansion of higher education in Austria may be subdivided into three phases. The first phase which lasted from the early sixties to the early seventies, was characterised by a strong political support for an expansion of higher education. At this time, as in other countries too, there was a general agreement that the demand for graduates would grow very fast. It was obvious that far-reaching changes were necessary in order to meet this demand.

In Austria, the most important selection in education takes place at the transition from primary to secondary school at the age of ten. At this time, pupils (their parents) have to choose between the "academic" oriented type of the secondary school (Allgemeinbildende Höhere Schulen, AHS), which provides an entrance qualification to universities, and a lower secondary school, which is typically followed by a vocational training at the age of 15. In the early sixties, only 12% of the age group chose the "academic" path of secondary education; 6% of the age group entered a university.

Therefore, the intention to widen access to higher education required in the first place an extension of higher secondary education. For this purpose the entrance examination to the AHS was abolished and the parents were encouraged to seek a better education for their children. Within one decade the patterns of school attendance changed rapidly. In the early seventies, 20% of the age group, at the age of ten, entered secondary schools leading to an university entrance qualification; 10% of the age group continued their education at the university. It turned out that the number of young people who qualified for university entrance grew significantly more than had been expected during the sixties.

Consequently a shift in the opinion on the demand for graduates led to the second phase of higher education policy in Austria (from the early seventies to the mid-eighties). It was characterised by a declining political support for an expansion of the universities. There was growing concern that in near future Austria would have no lack of, but too many, graduates. While no effective restrictions to access to higher education were adopted, the public opinon tended to discourage a further increase of higher education participation.

It was not only the concern about the total number of students, but especially the concern about their distribution among the different fields of study, which led to a shift in higher education policy. In the sixties this was no explicit topic, but most education politicians assumed that the expanding student numbers would effect primarily technical and business study courses. In the seventies it turned out that the fields of study with the most rapid growth in student numbers were the humanities. The consequence was a decrease in the prestige of the humanities. Although the enrolments in the social sciences were rather below the average in the seventies, they were afflicted, too. Humanities and social sciences were considered as fashionable but useless subjects. It was regarded as an important task of higher education policy to direct students, by the "soft" means of information and consulting, to other fields of study - though with little success.

While the late seventies and early eighties were characterised by a certain neglect of higher education policy, the third phase, starting in the middle of the eighties, was marked by a growing concern about the quality of higher education. The topics of this phase will be discussed in a latter chapter.

2. Study courses in the Humanities and Social Sciences

a) Austria has no general education courses but only specialised study courses at university-level

As in most countries of the European continent, study courses in Austria are highly specialised. There are no liberal or general education courses at the post-secondary level. For more than a century it has been one of the basic tenets of Austrian educational policy that graduates of the higher secondary schools ("Maturanten") enter higher education with a sound general education and the maturity to study. In the middle of the 19th century Austria followed the Prussian model and abolished the two years "arts faculty" through which all university students had to pass. At the same time secondary education at the "Gymnasium" was extended from 6 to 8 years and the "Matura" (final examination after 8 years) was established as the general university entrance requirement.

The upper secondary stage of the Austrian school system offers a wide range of either general ("academic") or vocationally oriented types of schools each one of which has a specific compulsory curriculum of about 14 to 16 subjects. At the age of 14 pupils have to opt either for one of the "academic" AHS-types with a linguistic/"humanistic" or natural science emphasis or for one of the many vocationally oriented types (Berufsbildende Höhere Schulen, BHS) with a vocational, e.g. commercial or technical orientation.

It is the breadth of the upper secondary curriculum which, in the mind of most Austrian educationists, makes general study courses (similar to undergraduate studies in the USA) unnecessary. The humanities and social sciences, therefore, have a totally different function than in countries with a tradition of liberal art courses. They are not part of a rather general "first cycle" course which the students take before they specialise for more specific courses. From the very beginning students at the university specialise in their field of study. The study programmes of most disciplines contain a small "epistemology requirement" which may well be seen as the last relic of the former "arts faculty". Most students choose classes of the humanities or social sciences to fulfill this requirement.

Like other systems without a tradition of liberal art courses, Austrian higher education courses have a one-tier construction. A master course requires a minimum of 4 to 5 years of study. (The real duration of study courses is much longer. Hardly any student graduates within the required minimum of time, more than half of them take five or six semesters longer.) More than 90% of all graduates leave the university with a master-degree, less than 10% continue with doctoral studies.

From their first semester students of humanities normally choose two independent, specialised disciplines. They are free to bridge the "arts-sciences-division" by combining an art with a science subject according to their personal preference. An increasingly popular option is the combination of one "major" subject (in which the student has to write a thesis) and a "combination of classes" ("Fächerkombination"), an individual, often interdisciplinary selecton of classes and seminars which students may choose to satisfy their wider than usual interests and/or to improve their employment prospects.

b) Classification of humanities and social sciences

The total field of the humanities and social sciences encompasses disciplines which differ in prestige, profile and self-esteem. In the context of this study it seems helpful, to group the disciplines along two questions. First: is a study course characterised by an academic or by a professional orientation? Is it a pure theoretical discipline or has it strong links to certain fields of occupation? Second: does a discipline belong clearly to one of the two groups - either the humanities or the social sciences - or does it see itself somewhere in between? Figure 1 is an attempt to classify the humanities and social sciences according to these questions. This attempt is based mainly on statements of scholars about their own subject. It has to be emphasized that this survey is a raw approximation and includes some uncertainties. Nevertheless, it serves as a first orientation.

- A first group, humanities-1, encompasses the traditional humanities ("Geisteswissenschaften"): philosophy, the philological and the historical subjects. This group clearly belongs to the humanities, although there are some more recent disciplines (social history, contemporary history, linguistics) which are strongly related to the social sciences. Though some attempts of professional orientation are made, this group of disciplines does not refer to occupational fields outside research.

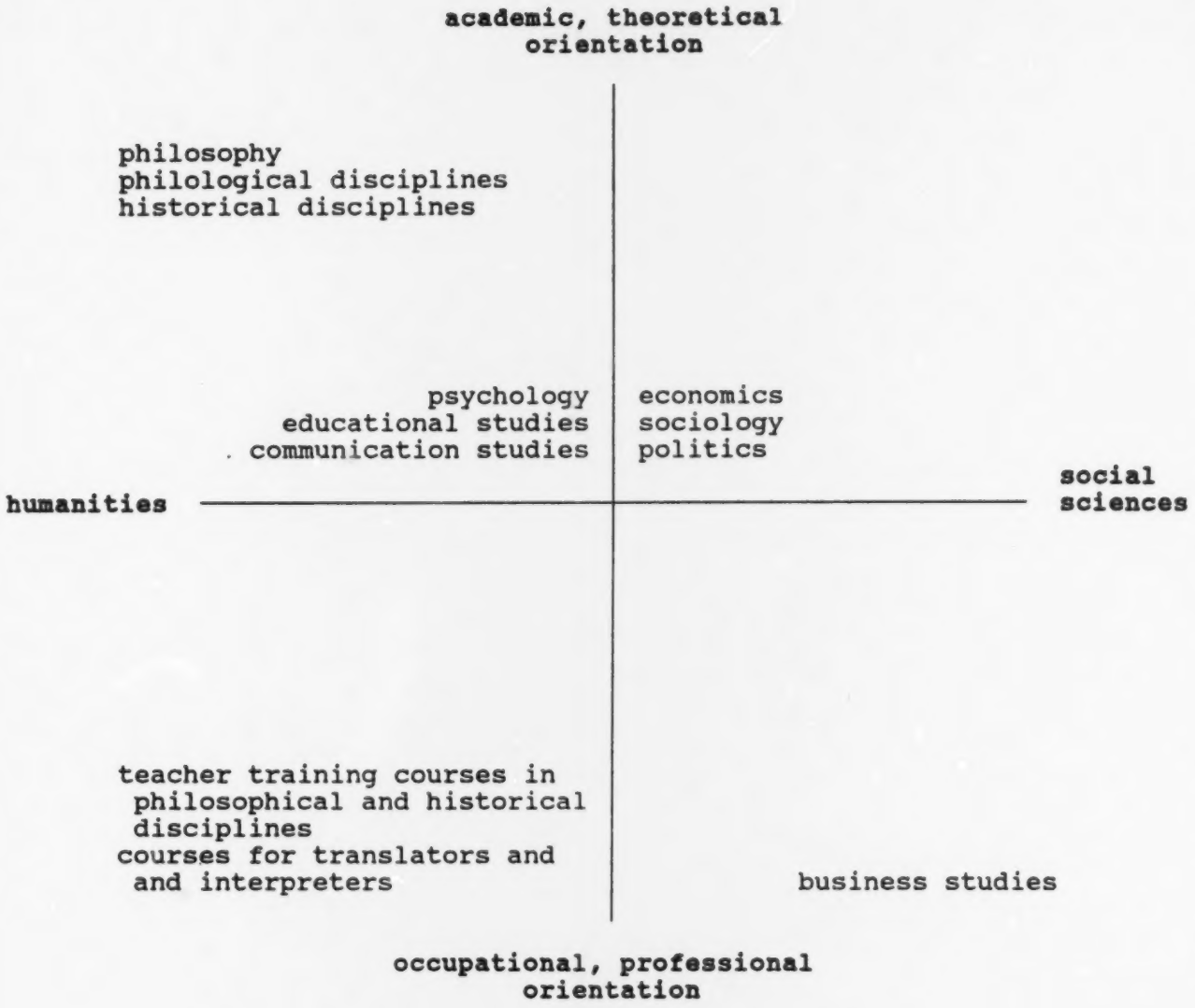

Figure 1: Classification of Humanities and Social Sciences

- Although the teacher training courses in philological and historical disciplines have almost the same curriculum as the master courses in the same disciplines they have very strong occupational links. Besides teacher training courses in the humanities only courses for translators and interpreters are linked to particular types of occupations.

- The next group, humanities-2, encompasses recently established disciplines strongly related to the social sciences (and partly to the natural sciences): educational studies, psychology, journalism and communication sciences. These studies do not qualify for any traditional academic profession but in the last decades a couple of professions developed which are linked to these disciplines. So, this group is somewhere in between a theoretical and a professional orientation.

- The same is true for the social sciences, which encompass sociology, politics, economics. Contrary to business studies, this group has connections to the humanities, especially to the humanities-2.

- Business studies have the strongest links to occupations and therefore a clear professional orientation.

c) Modernisation of humanities and social sciences

The expansion of higher education was accompanied by a substantial modernisation of the humanities and social sciences. First, it was a time of fundamental change, when new theoretical approaches had good chances to succeed. Second, the growing number of teaching and research staff, as well as students, stimulated the development of pluralism and diversity in theoretical approaches.

In the case of the theoretical social sciences this modernisation was fundamental: it resulted in a first institutionalisation of most of these disciplines in the universities. This belated development of social theory in Austria has different reasons, some of which reach back to the age of counter-reformation and enlightenment (Langer 1988, Torrance 1976). Until the late 18th century, the counter-reformation retarded the development of modern philosophy and science. When enlightenment succeeded in the late 18th century, it was in form of "enlightened absolutism", which had a strong pragmatic and anti-academic touch. In the age of neoabsolutism in the early 19th century, modern theories were again victims of the political situation.

Thus, compared to other western European nations, there was a lack of tradition and a belated development of social theory in Austria. Nevertheless, in the late 19th and early 20th century in Austria, theories flourished (though mainly outside the universities), and had an impact all over the world. This prolific period was interrupted by Austrofascism and National Socialism, which caused for more then ten years not only a break of democracy, but also of intellectual life in Austria. Austria's most productive scientists were forced into emigration and influenced scholarly work in their host nations, especially in the United States. After World War II Austria only very slowly recovered from this intellectual expulsion and only in the late sixties the state of the art of the early thirties was approximately reachieved.

In the sixties experts increasingly demanded an extension of the social sciences. Nevertheless, the bureaucracy, as well as some groups at the university, still resisted the institutionalisation of these disciplines in the university (Langer 1988, Pelinka 1989). There were political motives (social sciences were suspected to be left wing centres) as well as concern about labour market chances of graduates. The first research institutes were established outside the university (most important: the Institute for Advanced Studies). Finally, in connection with the foundation of a new university in Linz with an emphasis on the social sciences, a first study course in sociology was institutionalised in 1966. Only in 1971 were study courses in politics established at universities.

Economics was the only theoretical social science course which was institutionalised at Austrian universities previous to World War II. Since the sixties this discipline passed through a theoretical innovation and modernisation; it resulted in a greater formalisation of theory and a strengthening of mathematical approaches.

In the 19th century business studies were institutionalised at the "Academy of Export", which got the status similar to a university in 1919. From the beginning, the courses there had a strong professional orientation. In 1966 the curriculum of the business studies was reformed, together with the institutionalisation of more theoretically oriented social sciences. A next step in the reform of the curriculum took place in 1983. The last two decades were characterised by the introduction of computer training for business students and by further specialisation of the courses. Most university teachers focussed on narrow problems, which made it sometimes difficult for the students to get an overall view.

As a latter chapter on the quantitative development will show in detail, psychology passed through an outstanding expansion of student enrolments. This has many reasons. The interest of many youngsters in psychology is stimulated by the growing awareness of an insufficient recognition of psychological aspects in social life. Further, many students take a course in psychology to learn more about their own personality. Some believe that a university education in this field may be an aid for solving their personal problems. Some even seem to take psychology as a compensation for psychotherapy.

Contrary to the expectations of most students, in Austrian universities psychology is an highly specialised discipline with strong orientation to the natural sciences. Though recently a broader spectrum of theoretical approaches is represented at the universities, there is still an explicit opposition to any kind of psychotherapy. The curriculum is governed by academic criteria and does not pay attention to the needs of students, who want to qualify for occupations outside research institutes.

Accordingly, various psychological and therapeutical associations have been established outside the universities which fill the gap and offer an additional training to students of psychology. While students of many disciplines take an additional training to their university education, there is in no other case such a sharp distinction between the academic and the non-academic institution. There obviously are "two cultures" in psychological education.

Educational sciences have been established at Austrian universities since the early 19th century. Though, up to the sixties, this discipline had no independent scientific profile but served as part of teacher training. Accordingly, only few students took educational sciences as their main course. The growing public interest in education in the sixties, however, entailed a strong expansion of this field.

At the same time, the discipline passed through a substantial modernisation. Influenced by the scientific development in the Anglo-American region, a shift to an empirical direction took place. To some extent quantitative methods were introduced, the connections to psychology and the social sciences were strengthened. Nevertheless, the discipline conceives of itself strongly embodied in the "German tradition of pedagogics". Accordingly, there is less specialisation than in most western countries. Most scientists try to cover a broad spectrum of theories and methods.

Although there have been some innovations, the process of modernisation in the traditional humanities was comparatively slight. Contrary to other countries, there was little work on theoretical concepts. Most scholars preferred to work on special topics rather than on general theories. Nevertheless, sociolinguistics has been accepted as a field of study. Though the lack of tradition in social theory was a hindrance, social history has made a remarkable progress in the seventies and eighties. The same is true for contemporary history. Previous to the sixties, research and teaching in this field was restricted because the political culture in Austria was not able to master conflicts (Mattl 1983). A lot of taboos concerning the most recent history served to stabilise Austrian politics. In the seventies and eighties, contemporary history has developed by challenging most of these taboos.

3. Employment of graduates

a) Employment prospects of graduates in the eighties

In the sixties, when the basis for an expansion in higher education had been laid, general agreement on a growing demand for graduates existed. By the late seventies, when the number of graduates in fact began to grow, the conditions had changed. Due to the economic constraints and to the end of a reform oriented policy (which resulted in a reduction in public spending) the labour market offered less opportunities for graduates than was believed a decade before.

While in the seventies graduates had no difficulties in entering the labour market, there was a fast increase of unemployment during the eighties. The numbers of graduates registered by the employment offices rose from 132 in 1980 to 3.380 in 1990 (see table 7 of the appendix). It is estimated that these numbers include only one third to one half of the real unemployment, due to the fact that only a part of graduates without occupation register with the employment offices because graduates without previous employment are not entitled to unemployment benefits.

To facilitate the insertion of graduates in the labour market, the Austrian labour market authorities started offering a special programme ("graduates' training"). In the mid-eighties, approximately 15% of all graduates took advantage of this programme.

A survey on graduates in 1986, compared to a similar one undertaken in 1976, shows the change in employment prospects in the eighties (Loudon 1989). This survey takes the "waiting period" for the first job as an indicator for the demand for graduates. Whereas in the survey of 1976, 50% of all graduates did not have a "waiting period", in 1986 only 21% found work immediately. This indicates a deterioration of the job situation.

The type of employment contract of new entrants also indicates the labour market situation and the conditions for getting a job for the first time. While in 1976 only 42% of the graduates had a temporary appointment in their first job, in 1986 this percentage had risen to 63%.

b) Selected disciplines in the humanities and social sciences

In spite of the enormous expansion of business studies, graduates of these disciplines have excellent employment prospects. From all graduates of humanities and social sciences, they have the best job prospects. Next to graduates of technical studies they get the highest income of all university graduates. Even drop-outs from business studies find a qualified job easily. This is due to the enormous expansion in certain fields of employment. During the eighties, in most companies new jobs have been created which require academic qualifications. Even small and medium-size enterprises employ an increasing number of university graduates. A survey on graduates of the mid-eighties has shown that 30% of all graduates of business studies have a newly created job (Loudon 1989).

In the sixties, the development of the social sciences in the universities was strongly supported by political reform efforts. The social sciences were expected to provide professional advice and legitimisation for reform-oriented politicians. In the mid-seventies, this political climate which stimulated the development of new jobs for social scientists, came to an end (Nowotny 1987). From that time on there has been the wide-spread opinion that graduates of sociology and politics have disastrous employment prospects. It is held that a high percentage of them is unemployed or has a job with no links to their education.

Some surveys on graduates (Österreichische Gesellschaft für Soziologie 1989, Falkner/Linser 1989, Salzburger Arbeitskreis für Politikwissenschaft 1989) have prooven that this view is prejudiced:

- only a small percentage of unemployed university graduates are social scientists;
- the great majority of graduates got a job linked to their education;
- their average income is not below the income of most other university graduates.

On the other hand, employment problems are small because there is only a small number of social science graduates. There are no promising prospects for a further professionalisation in the social sciences. The poor tradition of these disciplines in Austria results in a lack of links between the university and the occupation system with the effect that there is hardly any feedback from society to these fields of study.

While there was an outstanding increase in enrolment numbers in psychology, the growth in the number of graduates is below average. This is due to the high drop-out rates in this field of study. Nevertheless, in absolute terms, a high number of graduates enter the labour market every year. Though there is an expansion of occupational fields - and probably will continue to be in the next years - graduates have growing difficulties to find a job linked to their education.

Nearly one half of all Austrian psychologists work in health services, a quarter in schools and in the judiciary; the rest are occupied in the fields of marketing and public relations, test and diagnosis, road safety campaigns, training. Nearly every field of occupation requires not only a university education but an additional qualification. Until recently, graduates with an additional qualification had an advantage on the labour market. Since more and more students take an additional training, this qualification is necessary but not enough to get a job.

In 1990, two important bills concerning the occupation of psychologists passed Parliament. The "Law on the Occupation of Psychologists" confines the title "psychologist" to university graduates in psychology. The "Law on the Occupation of Psychotherapists" abolished the monopoly of the medical profession. The right to practice in the field of psychotherapy no longer requires a university degree in medicine but a training by a professional association. In fact, less than a quarter of all psychotherapists are medical doctors, about one half are psychologists.

The expansion in the educational sciences which started in the sixties has resulted in a high increase in the number of graduates since the late seventies. This expansion was encouraged by the growing public interest in education. The "University of Klagenfurt" was founded in 1970 as "University for Educational Sciences". At this time it was held that reform of the education sector would result in a growing demand for experts in education and expanding occupational opportunities. The further development has not confirmed these expectations. Employment difficulties are mitigated because a strong proportion of the graduates are teachers who already have an occupation. These teachers have good chances to move up the promotional ladder in school administration. In the late seventies, a survey showed that more than 80% of graduates were employed in the public sector, mainly in some kind of teacher training (Altricher 1979). A relatively high percentage of graduates had an additional qualification in therapy.

Until recently the traditional humanities primarily served to educate teachers for higher secondary schools and scholars (reproduction of university staff). Only a minority of graduates entered other occupational fields. Due to the crisis in teacher employment, a fundamental change in enrolments has occurred in the last decade: students no longer take teacher training courses but they take master courses which do not qualify for teaching at school. Therefore for the first time a large number of graduates of the humanities are entering the labour market.

Until now the academic disciplines paid little attention to this change. Students in the humanities are educated in a speciality, but only a minority of graduates remain in the field of research. Some attempts are made to offer additional qualifications to students with the objective of qualifying them for occupations in culture-related fields. Though there is an increasing demand for qualifications by the culture industry (mass media, exhibitions, tourism) it seems dubious whether the expansion of this sector will be sufficient enough to take up the increasing supply.

B. THE QUANTITATIVE DEVELOPMENT IN THE HUMANITIES AND SOCIAL SCIENCES

1. Humanities and Social Sciences compared to other Disciplines

a) Enrolments

In the whole period of the seventies and eighties, the humanities and social sciences witnessed the highest increase in enrolment numbers of all disciplines (see table 1 of the appendix); it exceeded the average increase by the factor 1.5 . While with most other disciplines periods of a fast increase in enrolment numbers alternated with periods of slower increase - in some cases even with a decrease in absolute numbers -, the development in the humanities and social sciences was fairly even. Their percentage of the total enrolments rose from one third (1967) to nearly half (1989).

The technical and engineering courses had a very slow increase in student numbers in the seventies: only 62% from 1967 to 1980, compared with an average increase of 165%. Their percentage of the total enrolments fell from 25% to 15%. At the beginning of the eighties there was a turning point: from there on their increase in enrolment numbers was above average; their percentage of the total enrolments went up to 17%.

With medicine there was an opposite development, but it was even more marked. In the seventies, medicine had the second largest increase in enrolment numbers next to the humanities and social sciences; the percentage of total enrolments grew from 13% to 16%. In the early eighties there was a slight sub-average increase and in the second half of the eighties there even was a decrease in enrolment numbers (which, next to medicine, only happened with the teacher training courses). Its percentage of the total enrolments fell to 9%. This development was caused by serious difficulties of young medical graduates to get a place for practical training which is not part of university education but takes place in hospitals.

Within the humanities and social sciences the groups of the humaities-2 and humanities-1 had the highest and at the same time fairly even increase. The humanities-1 doubled (from 5% to 10%) and the humanities-2 nearly tripled (from 3% to 8%) their percentage of the total enrolments. The business studies had only an average increase in the seventies, but an exploding increase in the eighties; in this decade their percentage of the total enrolments increased from 11% to 19%. The teacher training courses passed through a slightly above average increase in the seventies but, caused by lack of employment prospects, experienced a decline in the eighties. Their percentage of the total enrolments fell from 10% to 4%. The theoretically oriented social sciences remained a fairly small group, with a percentage of total enrolment growing from 3% (1967) to 4% (1989).

From all disciplines the humanities and social sciences have the largest percentage of female students. There is an outstandingly high percentage of female students in courses for translators/interpreters, teacher training courses and the humanities-2. Only business studies and social sciences register less than 50% female students.

b) Graduates

Due to the high drop-out rates and the long duration of studies, the numbers of graduates are remarkably low compared to the numbers of new entrants and total enrolments (see table 2 of the appendix). While the humanities and social sciences, out of all disciplines, have the highest increase in enrolments (from 1967 to 1989: 565%) and their percentage of the total enrolment numbers amounts to 47%, they have a much smaller increase in the number of graduates, with a percentage of the total number of graduates at 39%. Within the humanities and social sciences the increase in the number of graduates from the humanities-2 is significantly high. In absolute terms, the business studies form the largest group. Since the essential increase in enrolment numbers in business studies has occurred in the mid-eighties, a large number of students will graduate in the next years.

While the number of first enrolments in medicine has decreased since the early eighties, the number of graduates is still growing. With an increase of 243% in the period from 1967 to 1989, the number of students graduating in medicine is far above average. Their percentage of the total number of graduates went up from 12% (1967) to 18% (1989). This is due to the comparativly low drop-out rates in this field of study.

Contrary to medicine, technical and engineering courses show a significant sub-average increase in the number of graduations. In the mid-seventies, there was even a decrease in absolute terms. This was caused not only by comparatively small enrolment numbers up to the mid-eighties, but also by the high drop-out rates in this field of study.

2. The development in different disciplines

In the eighties the demographic development resulted in a decrease in the number of new entrants. From 1980 to 1987 the number of new entrants in the humanities and social sciences increased by 50%. In 1988 there was a turning point: for the first time in more than 30 years the number of new entrants was less than in the year before.

The highest increase in the number of new entrants occurred in the humanities-1 and the business studies (see table 3 of the appendix). There was an even growth in the humanities-1, their percentage of the total number of new entrants went up from 15% (1980) to 20% (1990). The most significant increase happened in the philological studies which, at the end of the eighties, absorbed 10% of the total number of new entrants.

The peak in the increase of new entrants in the business studies was reached in 1987. In this year, nearly half of all new entrants to the humanities and social sciences (47%) chose business studies. Afterwards, there was a decrease in the number of new entrants - in absolute and relative terms. The highest growth rates (though with rather small absolute numbers) occurred in economics and computer science. Business administration had by far the highest number of new entrants of all courses in the humanities and social sciences.

An increase above average in the numbers of new entrants also took place in the humanities-2. This was caused by journalism and communication sciences, while psychology and the educational sciences increased only by average. In the humanities and social sciences, the theoretical social sciences remained rather small with a percentage of only 8% of all new entrants. A dramatic decrease in the number of new entrants took place in the teacher training courses. Their percentage fell from 22% to 8%. In 1989 only half of the number of the new entrants took teacher training courses as compared to 1980.

While the number of new entrants has decreased since the late eighties, the total enrolment numbers are still increasing, though rather slightly. A breakdown of enrolments by fields of study shows the same tendencies as with new entrants (see table 4 of the appendix).

Absolute numbers of graduates in the humanities and social sciences indicate the high drop-out rate (see table 5 of the appendix). The total output per year is less than the number of new entrants one decade before.

The average growth in the number of graduates in the humanities and social sciences in the eighties was about 50%. Above average were the growth in business studies (especially in economics and computer sciences), in the humanities-1 (especially in history/arts) and in the humanities-2 (especially in journalism and communication sciences and in educational sciences).

There was a rather slight growth in the number of graduates in the theoretical social sciences. Their percentage of all graduates of the humanities and social sciences was only 5%. There was an enormous growth rate in politics, though with very low absolute numbers of graduates.

While the number of students in teacher training courses decreased during the late seventies, the eighties were characterised by a strong decrease in the number of graduates. In 1980, the teachers formed 40% of all graduates in the humanities and social sciences. By 1989, this percentage had fallen to 18%.

C. RECENT PROBLEMS OF HIGHER EDUCATION IN AUSTRIA

Due to the decreasing political support for an expansion of higher education since the mid-seventies there has been an insufficient increase in expenditures for universities in the last decade. In the seventies, the rise of the annual budget for higher education (in real terms) was as high as the rise in student enrolments. In the eighties, expenditures in higher education significantly fell short of the growth in student numbers. The results are a serious lack of personnel, space and resources (see table 6 of the appendix). The hope that the demographic development might reduce the stress on universities has not been fulfilled. The growing participation in higher education has equalised the decline in birth rate.

The burden for institutions of higher education results in shortcomings in university education, which became apparent in a long duration of study courses and high dropout rates. Only very few students graduate within the required minimum of time; more than half of them take five or six semesters longer. This fact implies a rather advanced age of graduates and a late entrance into the labour market. Besides, the long duration of studies is a burden for universities, too.

The percentage of students who complete their courses has continously declined in the past and the dropout rate is now above 50%. Even though an uncompleted university education is not necessarily a waste of time, both for the individual and the society, the high drop out rates indicate serious problems.

Though the problems mentioned above indicate that the situation of university education is unsatisfactory, universities are held by the public opinion to be primarily educational institutions. It is believed that their main function is to educate students and qualify them for working life. In the past two decades the importance of university research was pushed into the background.

Since the mid-eighties, higher education once more has become a political priority. There is increasing support for reform of the universities. Compared to the sixties and early seventies, the objectives of the reform have changed. In the sixties and seventies the expansion of higher education and the question of equal opportunities have been priorities. Meanwhile the topics are quality, the diversification of higher education and competition of higher education institutions.

To improve the quality, it will be necessary to increase the expenditures in higher education. There is a general agreement that the budgets for universities lag behind demand. At the same time government demands more accountability from the university. To get more public money, universities will have to meet this demand. In this context there is a increasing interest in the evaluation of higher education.

Another topic is the diversification of higher education. One of the most prominent features of higher education in Austria is the dominance of the university sector. Next to Italy, Austria is the only OECD country, where the expansion of higher education was not accompanied by the expansion of attractive non-university alternatives. The main reason was that, to a large extent, the qualifications, which are met in other countries in the non-university sector, are offered in vocational schools at the higher secondary level (Berufsbildende Höhere Schulen, BHS). Their strong and - in comparison to international standards - unique position has until now impeded an expansion of the non-university sector (Lassnigg, Pechar 1988).

Austria's application to join the EC may be a reason for change. Since in almost all European countries, business and technical education forms part of the post-secondary sector, there seems to be the danger of disadvantages on the labour market for Austrian graduates of the vocationally-oriented secondary schools.

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Table 5 Austrian Graduates (First University Degree) in "Humanities" and "Social Sciences", Academic Years 1980/81 - 1989/90

Table 5a Austrian Graduates (First University Degree) in "Humanities" and "Social Sciences", Academic Years 1980/81 - 1989/90, Index 1967 = 100

Table 5b Percentage Distribution of Austrian Graduates (First University Degree) in "Humanities" and "Social Sciences", Academic Years 1980/81 - 1989/90

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Table 7 Unemployed Graduates in Humanities and Social sciences and Total, 1980 - 1990 and Index 1980 = 100

Table 1: Number of austrian students enrolled in first degree courses by field of study, winter terms 1967/68 - 1989/90

	1967/68			1970/71			1975/76			1980/81			1985/86			1989/90		
	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%
Theology	708	59	8	887	87	10	1518	347	23	2506	896	36	3336	1227	37	3322	1236	37
Humanities and social sciences	12924	5095	39	16074	6057	38	29245	13475	46	45565	23511	52	70427	37675	53	85977	46171	54
thereof: humanities 1	1931	942	49				5532	3003	54	8944	5066	57	14821	8962	60	18013	11254	62
humanities 2	1071	507	47	8470	4328	51	3665	1939	53	6417	3699	58	10681	6981	65	14410	9734	68
teacher studies	3601	2025	56				7329	4674	64	10508	7191	68	9331	6601	71	7378	5191	70
translat.& interpret.	692	609	88	778	630	81	1504	1219	81	2655	2205	83	3734	3147	84	3887	3292	85
social sciences	1438	332	23	1535	272	18	2864	706	25	4520	1453	32	6049	2286	38	7737	3162	41
business studies	4191	680	16	5291	827	16	8351	1934	23	12521	3897	31	25811	9698	38	34552	13538	39
Science (1)	5055	1783	35	6430	2192	34	9908	4048	41	12922	5886	46	16440	8111	49	19856	9716	49
thereof: teacher studies	2159	812	38	n.a.	n.a.		5340	2357	44	6479	3060	47	5552	3033	55	4884	2670	55
Law	6187	945	15	4468	703	16	6256	1435	23	13663	4296	31	16344	5715	35	20043	7688	38
Medicine (2)	5560	1558	28	5797	1491	26	10802	3652	34	17570	7317	42	19550	9206	47	16261	8216	51
Technical studies	10181	583	6	10280	575	6	13559	1223	9	16534	2009	12	26192	4049	15	35136	5958	17
Others (3)	653	332	51	243	94	39	1704	666	39	772	383	50	558	270	48	556	286	51
TOTAL	41268	10355	25	44179	11199	25	72992	24846	34	109532	44298	40	152847	66253	43	181151	79271	44

(1) including pharmacy, sports and physical training
(2) including veterinary medicine
(3) including non-specified courses

Table 1a: Number of austrian students enrolled in first degree courses by field of study,
winter terms 1967/68 - 1989/90, INDEX 1967 = 100

	1967/68		1970/71		1975/76		1980/81		1985/86		1989/90	
	total	Index	total	Index	total	Index	total	Index	total	Index	total	Index
Theology	708	100	887	125	1518	214	2506	354	3336	471	3322	469
Humanities and social sciences	12924	100	16074	124	29245	226	45565	353	70427	545	85977	665
thereof: humanities 1	1931	100			5532	286	8944	463	14821	768	18013	933
humanities 2	1071	100	8470	n.a.	3665	342	6417	599	10681	997	14410	1345
teacher studies	3601	100			7329	204	10508	292	9331	259	7378	205
translat.& interpret.	692	100	778	112	1504	217	2655	384	3734	540	3887	562
social sciences	1438	100	1535	107	2864	199	4520	314	6049	421	7737	538
business studies	4191	100	5291	126	8351	199	12521	299	25811	616	34552	824
Science (1)	5055	100	6430	127	9908	196	12922	256	16440	325	19856	393
thereof: teacher studies	2159	100	n.a.		5340	247	6479	300	5552	257	4884	226
Law	6187	100	4468	72	6256	101	13663	221	16344	264	20043	324
Medicine (2)	5560	100	5797	104	10802	194	17570	316	19550	352	16261	292
Technical studies	10181	100	10280	101	13559	133	16534	162	26192	257	35136	345
Others (3)	653	100	243	37	1704	261	772	118	558	85	556	85
TOTAL	41268	100	44179	107	72992	177	109532	265	152847	370	181151	439

(1) including pharmacy, sports and physical training
(2) including veterinary medicine
(3) including non-specified courses

Table 1b: Percentage distribution of austrian students enrolled in first degree courses by field of study, winter terms 1967/68 - 1989/90

	1967/68		1970/71		1975/76		1980/81		1985/86		1989/90	
	total	percent	total	percent	total	percent	total	percent	total	percent	total	percent
Theology	708	2	887	2	1518	2	2506	2	3336	2	3322	2
Humanities and social sciences	12924	31	16074	36	29245	40	45565	42	70427	46	85977	47
thereof: humanities 1	1931	5			5532	8	8944	8	14821	10	18013	10
humanities 2	1071	3	8470	19	3665	5	6417	6	10681	7	14410	8
teacher studies	3601	9			7329	10	10508	10	9331	6	7378	4
translat.& interpret.	692	2	778	2	1504	2	2655	2	3734	2	3887	2
social sciences	1438	3	1535	3	2864	4	4520	4	6049	4	7737	4
business studies	4191	10	5291	12	8351	11	12521	11	25811	17	34552	19
Science (1)	5055	12	6430	15	9908	14	12922	12	16440	11	19856	11
thereof: teacher studies	2159	5	n.a.		5340	7	6479	6	5552	4	4884	3
Law	6187	15	4468	10	6256	9	13663	12	16344	11	20043	11
Medicine (2)	5560	13	5797	13	10802	15	17570	16	19550	13	16261	9
Technical studies	10181	25	10280	23	13559	19	16534	15	26192	17	35136	19
Others (3)	653	2	243	1	1704	2	772	1	558	0	556	0
TOTAL	41268	100	44179	100	72992	100	109532	100	152847	100	181151	100

(1) including pharmacy, sports and physical training
(2) including veterinary medicine
(3) including non-specified courses

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Table 2: Number of austrian graduates (first university degree)(1) by field of study, academic years 1967/68 - 1988/89

	1967/68			1970/71			1975/76			1980/81			1985/86			1988/89		
	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%
Theology	18	0	0	77	1	1	128	10	8	115	26	23	184	53	29	213	67	31
Humanities and social sciences	1170	502	43	1301	496	38	1619	643	40	2207	1086	49	2664	1388	52	3212	1726	54
thereof: humanities 1	258	124	48	261	113	43	218	98	45	245	115	47	306	163	53	518	326	63
humanities 2	56	25	45	102	44	43	102	43	42	194	98	51	267	168	63	392	254	65
teacher studies	248	154	62	287	181	63	493	299	61	879	556	63	734	531	72	585	436	75
translat.& interpret.	126	108	86	55	46	84	87	73	84	89	77	87	129	110	85	145	127	88
social sciences	50	7	14	129	26	20	107	20	19	132	39	30	141	50	35	167	56	34
business studies	432	84	19	467	86	18	612	110	18	668	201	30	1087	366	34	1405	527	38
Science (2)	509	180	35	502	151	30	922	352	38	926	391	42	858	452	53	882	429	49
thereof: teacher studies	197	73	37	247	91	37	548	208	38	598	265	44	485	294	61	342	197	58
Law	595	95	16	737	136	18	356	54	15	883	240	27	896	285	32	941	333	35
Medicine (3)	437	127	29	565	152	27	856	219	26	1111	404	36	1465	599	41	1501	653	44
Technical studies	955	42	4	981	47	5	806	27	3	1074	73	7	1249	141	11	1382	163	12
Others (4)	32	15	47	11	2	18	37	13	35	22	6	27	31	12	39	37	14	38
TOTAL	3716	961	26	4174	985	24	4724	1318	28	6338	2226	35	7347	2930	40	8168	3385	41

(1) For "humanities" and "teacher studies", there is no statistical distinction between first and second degree before the academic year 1982/83
(2) including pharmacy, sports and physical training
(3) including veterinary medicine
(4) including non-specified courses

Table 2a: Number of austrian graduates (first university degree)(1) by field of study, academic years 1967/68 - 1988/89, INDEX 1967 = 100

	1967/68		1970/71		1975/76		1980/81		1985/86		1988/89	
	total	Index	total	Index	total	Index	total	Index	total	Index	total	Index
Theology	18	100	77	428	128	711	115	639	184	1022	213	1183
Humanities and social sciences	1170	100	1301	111	1619	138	2207	170	2664	228	3212	275
thereof: humanities 1	258	100	261	101	218	84	245	94	306	119	518	201
humanities 2	56	100	102	182	102	182	194	190	267	477	392	700
teacher studies	248	100	287	116	493	199	879	306	734	296	585	236
translat.& interpret.	126	100	55	44	87	69	89	162	129	102	145	115
social sciences	50	100	129	258	107	214	132	102	141	282	167	334
business studies	432	100	467	108	612	142	668	143	1087	252	1405	325
Science (2)	509	100	502	99	922	181	926	184	858	169	882	173
thereof: teacher studies	197	100	247	125	548	278	598	242	485	246	342	174
Law	595	100	737	124	356	60	883	120	896	151	941	158
Medicine (3)	437	100	565	129	856	196	1111	197	1465	335	1501	343
Technical studies	955	100	981	103	806	84	1074	109	1249	131	1382	145
Others (4)	32	100	11	34	37	116	22	200	31	97	37	116
TOTAL	3716	100	4174	112	4724	127	6338	152	7347	198	8168	220

(1) For "humanities" and "teacher studies", there is no statistical distinction between first and second degree before the academic year 1982/83
(2) including pharmacy, sports and physical training
(3) including veterinary medicine
(4) including non-specified courses

Table 2b: Percentage distribution of austrian graduates (first university degree)(1) by field of study, academic years 1967/68 - 1988/89

	1967/68		1970/71		1975/76		1980/81		1985/86		1988/89	
	total	percent	total	percent	total	percent	total	percent	total	percent	total	percent
Theology	18	0	77	2	128	3	115	2	184	3	213	3
Humanities and social sciences	1170	31	1301	31	1619	34	2207	35	2664	36	3212	39
thereof: humanities 1	258	7	261	6	218	5	245	4	306	4	518	6
humanities 2	56	2	102	2	102	2	194	3	267	4	392	5
teacher studies	248	7	287	7	493	10	879	14	734	10	585	7
translat.& interpret.	126	3	55	1	87	2	89	1	129	2	145	2
social sciences	50	1	129	3	107	2	132	2	141	2	167	2
business studies	432	12	467	11	612	13	668	11	1087	15	1405	17
Science (2)	509	14	502	12	922	20	926	15	858	12	882	11
thereof: teacher studies	197	5	247	6	548	12	598	9	485	7	342	4
Law	595	16	737	18	356	8	883	14	896	12	941	12
Medicine (3)	437	12	565	14	856	18	1111	18	1465	20	1501	18
Technical studies	955	26	981	24	806	17	1074	17	1249	17	1382	17
Others (4)	32	1	11	0	37	1	22	0	31	0	37	0
TOTAL	3716	100	4174	100	4724	100	6338	100	7347	100	8168	100

(1) For "humanities" and "teacher studies", there is no statistical distinction between first and second degree before the academic year 1982/83
(2) including pharmacy, sports and physical training
(3) including veterinary medicine
(4) including non-specified courses

Table 3: New entrants (austrian students only) in "humanities" and "social sciences", winter terms 1980/81 - 1989/90

	1980/81			1983/84			1985/86			1987/88			1989/90		
	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%
Humanities 1	1026	693	68	1449	994	69	1723	1240	72	1791	1293	72	1861	1406	76
-Philosophy	74	33	45	114	43	38	87	33	38	120	57	48	102	49	48
-Philology and cultural studies	422	316	75	654	491	75	779	623	80	866	691	80	949	782	82
-History/art	530	344	65	681	460	68	857	584	68	805	545	68	810	575	71
Humanities 2	929	638	69	1060	783	74	1431	1122	78	1444	1069	74	1442	1101	76
-Educational studies	190	145	76	230	186	81	321	288	90	315	259	82	292	255	87
-Psychology	539	397	74	556	436	78	691	559	81	643	525	82	692	540	78
-Journalism and communication science	200	96	48	274	161	59	419	275	66	486	285	59	458	306	67
Social sciences	529	221	42	533	285	53	608	320	53	693	363	52	691	389	56
-Sociology	126	71	56	148	104	70	191	132	69	237	157	66	185	155	84
-Politics	123	49	40	117	64	55	154	70	45	162	78	48	202	96	48
-Political economy	247	89	36	231	103	45	225	94	42	238	100	42	236	102	43
-Social administration	20	9	45	20	9	45	20	14	70	32	20	63	46	27	59
-Statistics	13	3	23	17	5	29	18	10	56	24	8	33	22	9	41
Business studies	2308	877	38	3284	1504	46	4259	1975	46	4659	2107	45	4015	1759	44
-Business administration and applied business admin.str.(t.c.)	1545	499	32	2105	871	41	2739	1176	43	2901	1218	42	2478	992	40
-Commerce	496	249	50	733	424	58	954	537	56	1118	618	55	941	509	54
-Economics - Computer Science and applied computer science (t.c.)	150	47	31	252	70	28	316	77	24	397	87	22	394	105	27
-Economics (teacher training course)	117	82	70	194	139	72	250	185	74	243	184	76	202	153	76
Teacher studies	1484	1124	76	1260	945	75	1173	927	79	938	733	78	704	553	79
-Psychology, education and philosophy (teacher training course)	35	24	69	63	40	63	68	48	71	88	69	78	57	41	72
-Philology (teacher training courses)	1304	1015	78	1046	805	77	934	768	82	740	595	80	559	458	82
-History (teacher training course)	145	85	59	151	100	66	171	111	65	110	69	63	88	54	61
Translation and interpretation	401	349	87	511	465	91	491	443	90	483	436	90	391	354	91
HUMANITIES AND SOCIAL SCIENCES, TOTAL	6677	3902	58	8097	4976	61	9685	6027	62	10008	6001	60	9104	5562	61

Table 3a: New entrants (austrian students only) in "humanities" and "social sciences", winter terms 1980/81 - 1989/90, INDEX 1980 = 100

	1980/81		1983/84		1985/86		1987/88		1989/90	
	total	Index	total	Index	total	Index	total	Index	total	Index
Humanities 1	1026	100	1449	141	1723	168	1791	175	1861	181
-Philosophy	74	100	114	154	87	118	120	162	102	138
-Philology and cultural studies	422	100	654	155	779	185	866	205	949	225
-History/art	530	100	681	128	857	162	805	152	810	153
Humanities 2	929	100	1060	114	1431	154	1444	155	1442	155
-Educational studies	190	100	230	121	321	169	315	166	292	154
-Psychology	539	100	556	103	691	128	643	119	692	128
-Journalism and communication science	200	100	274	137	419	210	486	243	458	229
Social sciences	529	100	533	101	608	115	693	131	691	131
-Sociology	126	100	148	117	191	152	237	188	185	147
-Politics	123	100	117	95	154	125	162	132	202	164
-Political economy	247	100	231	94	225	91	238	96	236	96
-Social administration	20	100	20	100	20	100	32	160	46	230
-Statistics	13	100	17	131	18	138	24	185	22	169
Business studies	2308	100	3284	142	4259	185	4659	202	4015	174
-Business administration and applied business administr.(t.c.)	1545	100	2105	136	2739	177	2901	188	2478	160
-Commerce	496	100	733	148	954	192	1118	225	941	190
-Economics - Computer Science and applied computer science (t.c.)	150	100	252	168	316	211	397	265	394	263
-Economics (teacher training course)	117	100	194	166	250	214	243	208	202	173
Teacher studies	1484	100	1260	85	1173	79	938	63	704	47
-Psychology, education and philosophy (teacher training course)	35	100	63	180	68	194	88	251	57	163
-Philology (teacher training courses)	1304	100	1046	80	934	72	740	57	559	43
-History (teacher training course)	145	100	151	104	171	118	110	76	88	61
Translation and interpretation	401	100	511	127	491	122	483	120	391	98
HUMANITIES AND SOCIAL SCIENCES, TOTAL	6677	100	8097	121	9685	145	10008	150	9104	136

Table 3b: Percentage distribution of new entrants (austrian students only) in "humanities" and "social sciences", winter terms 1980/81 - 1989/90

	1980/81		1983/84		1985/86		1987/88		1989/90	
	total	percent	total	percent	total	percent	total	percent	total	percent
Humanities 1	1026	15	1449	18	1723	18	1791	18	1861	20
-Philosophy	74	1	114	1	87	1	120	1	102	1
-Philology and cultural studies	422	6	654	8	779	8	866	9	949	10
-History/art	530	8	681	8	857	9	805	8	810	9
Humanities 2	929	14	1060	13	1431	15	1444	14	1442	16
-Educational studies	190	3	230	3	321	3	315	3	292	3
-Psychology	539	8	556	7	691	7	643	6	692	8
-Journalism and communication science	200	3	274	3	419	4	486	5	458	5
Social sciences	529	8	533	7	608	6	693	7	691	8
-Sociology	126	2	148	2	191	2	237	2	185	2
-Politics	123	2	117	1	154	2	162	2	202	2
-Political economy	247	4	231	3	225	2	238	2	236	3
-Social administration	20	0	20	0	20	0	32	0	46	1
-Statistics	13	0	17	0	18	0	24	0	22	0
Business studies	2308	35	3284	41	4259	44	4659	47	4015	44
-Business administration and applied business administr.(t.c.)	1545	23	2105	26	2739	28	2901	29	2478	27
-Commerce	496	7	733	9	954	10	1118	11	941	10
-Economics - Computer Science and applied computer science (t.c.)	150	2	252	3	316	3	397	4	394	4
-Economics (teacher training course)	117	2	194	2	250	3	243	2	202	2
Teacher studies	1484	22	1260	16	1173	12	938	9	704	8
-Psychology, education and philosophy (teacher training course)	35	1	63	1	68	1	88	1	57	1
-Philology (teacher training courses)	1304	20	1046	13	934	10	740	7	559	6
-History (teacher training course)	145	2	151	2	171	2	110	1	88	1
Translation and interpretation	401	6	511	6	491	5	483	5	391	4
HUMANITIES AND SOCIAL SCIENCES, TOTAL	6677	100	8097	100	9685	100	10008	100	9104	100

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Table 4: Austrian students enrolled in "humanities" and "social sciences" (first degree course students only), winter terms 1980/81 - 1989/90

	1980/81			1983/84			1985/86			1987/88			1989/90		
	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%
Humanities 1	8944	5066	57	13123	7516	57	14821	8962	60	15933	9847	62	18013	11254	62
-Philosophy	980	340	35	1502	470	31	1568	478	30	1635	538	33	1720	597	35
-Philology and cultural studies	3490	2181	62	4906	3052	62	5437	3760	69	5724	4051	71	6840	4892	72
-History/art	4474	2545	57	6715	3994	59	7816	4724	60	8574	5258	61	9453	5765	61
Humanities 2	6417	3699	58	8335	5089	61	10681	6981	65	12595	8350	66	14410	9734	68
-Educational studies	1411	877	62	1639	1112	68	2239	1695	76	2641	2056	78	3113	2447	79
-Psychology	3551	2188	62	4624	2985	65	5764	3881	67	6639	4508	68	7582	5223	69
-Journalism and communication science	1455	634	44	2072	992	48	2678	1405	52	3315	1786	54	3715	2064	56
Social sciences	4520	1453	32	5450	1942	36	6049	2286	38	6430	2591	40	7737	3162	41
-Sociology	949	446	47	1125	595	53	1317	714	54	1700	934	55	2144	1167	54
-Politics	978	284	29	1354	465	34	1639	588	36	1764	670	38	2134	828	39
-Political economy	2318	630	27	2636	772	29	2719	839	31	2525	792	31	2881	915	32
-Social administration	166	68	41	225	88	39	248	112	45	288	145	50	406	195	48
-Statistics	109	25	23	110	22	20	126	33	26	153	50	33	172	57	33
Business studies	12521	3897	31	19177	6800	35	25811	9698	38	30560	12051	39	34552	13538	39
-Business administration and applied business administr.(t.c.)	8388	2148	26	12417	3797	31	16193	5339	33	18898	6701	35	21721	7656	35
-Commerce	2324	1024	44	3626	1738	48	4754	2326	49	6026	3002	50	6660	3340	50
-Economics - Computer Science and applied computer science (t.c.)	772	174	23	1498	353	24	2565	697	27	2513	572	23	2956	683	23
-Economics (teacher training course)	1037	551	53	1636	912	56	2299	1336	58	3123	1776	57	3215	1859	58
Teacher studies	10508	7191	68	9855	6827	69	9331	6601	71	8528	6073	71	7378	5191	70
-Psychology, education and philosophy (teacher training course)	306	165	54	548	331	60	666	431	65	734	501	68	615	396	64
-Philology (teacher training courses)	8669	6219	72	7629	5556	73	6964	5187	74	6109	4557	75	5271	3950	75
-History (teacher training course)	1533	807	53	1678	940	56	1701	983	58	1685	1015	60	1492	845	57
Translation and interpretation	2655	2205	83	3387	2846	84	3734	3147	84	3950	3363	85	3887	3292	85
HUMANITIES AND SOCIAL SCIENCES, TOTAL	45565	23511	52	59327	31020	52	70427	37675	53	77996	42275	54	85977	46171	54

Table 4a: Austrian students enrolled in "humanities" and "social sciences"
(first degree course students only), winter terms 1980/81 - 1989/90, INDEX 1980 = 100

	1980/81		1983/84		1985/86		1987/88		1989/90	
	total	Index	total	Index	total	Index	total	Index	total	Index
Humanities 1	8944	100	13123	147	14821	166	15933	178	18013	201
-Philosophy	980	100	1502	153	1568	160	1635	167	1720	176
-Philology and cultural studies	3490	100	4906	141	5437	156	5724	164	6840	196
-History/art	4474	100	6715	150	7816	175	8574	192	9453	211
Humanities 2	6417	100	8335	130	10681	166	12595	196	14410	225
-Educational studies	1411	100	1639	116	2239	159	2641	187	3113	221
-Psychology	3551	100	4624	130	5764	162	6639	187	7582	214
-Journalism and communication science	1455	100	2072	142	2678	184	3315	228	3715	255
Social sciences	4520	100	5450	121	6049	134	6430	142	7737	171
-Sociology	949	100	1125	119	1317	139	1700	179	2144	226
-Politics	978	100	1354	138	1639	168	1764	180	2134	218
-Political economy	2318	100	2636	114	2719	117	2525	109	2881	124
-Social administration	166	100	225	136	248	149	288	173	406	245
-Statistics	109	100	110	101	126	116	153	140	172	158
Business studies	12521	100	19177	153	25811	206	30560	244	34552	276
-Business administration and applied business administr.(t.c.)	8388	100	12417	148	16193	193	18898	225	21721	259
-Commerce	2324	100	3626	156	4754	205	6026	259	6660	287
-Economics - Computer Science and applied computer science (t.c.)	772	100	1498	194	2565	332	2513	326	2956	383
-Economics (teacher training course)	1037	100	1636	158	2299	222	3123	301	3215	310
Teacher studies	10508	100	9855	94	9331	89	8528	81	7378	70
-Psychology, education and philosophy (teacher training course)	306	100	548	179	666	218	734	240	615	201
-Philology (teacher training courses)	8669	100	7629	88	6964	80	6109	70	5271	61
-History (teacher training course)	1533	100	1678	109	1701	111	1685	110	1492	97
Translation and interpretation	2655	100	3387	128	3734	141	3950	149	3887	146
HUMANITIES AND SOCIAL SCIENCES, TOTAL	45565	100	59327	130	70427	155	77996	171	85977	189

Table 4b: Percentage distribution of austrian students enrolled in "humanities" and "social sciences" (first degree course students only), winter terms 1980/81 - 1989/90

	1980/81		1983/84		1985/86		1987/88		1989/90	
	total	percent	total	percent	total	percent	total	percent	total	percent
Humanities 1	8944	20	13123	22	14821	21	15933	20	18013	21
-Philosophy	980	2	1502	3	1568	2	1635	2	1720	2
-Philology and cultural studies	3490	8	4906	8	5437	8	5724	7	6840	8
-History/art	4474	10	6715	11	7816	11	8574	11	9453	11
Humanities 2	6417	14	8335	14	10681	15	12595	16	14410	17
-Educational studies	1411	3	1639	3	2239	3	2641	3	3113	4
-Psychology	3551	8	4624	8	5764	8	6639	9	7582	9
-Journalism and communication science	1455	3	2072	3	2678	4	3315	4	3715	4
Social sciences	4520	10	5450	9	6049	9	6430	8	7737	9
-Sociology	949	2	1125	2	1317	2	1700	2	2144	2
-Politics	978	2	1354	2	1639	2	1764	2	2134	2
-Political economy	2318	5	2636	4	2719	4	2525	3	2881	3
-Social administration	166	0	225	0	248	0	288	0	406	0
-Statistics	109	0	110	0	126	0	153	0	172	0
Business studies	12521	27	19177	32	25811	37	30560	39	34552	40
-Business administration and applied business administr.(t.c.)	8388	18	12417	21	16193	23	18898	24	21721	25
-Commerce	2324	5	3626	6	4754	7	6026	8	6660	8
-Economics - Computer Science and applied computer science (t.c.)	772	2	1498	3	2565	4	2513	3	2956	3
-Economics (teacher training course)	1037	2	1636	3	2299	3	3123	4	3215	4
Teacher studies	10508	23	9855	17	9331	13	8528	11	7378	9
-Psychology, education and philosophy (teacher training course)	306	1	548	1	666	1	734	1	615	1
-Philology (teacher training courses)	8669	19	7629	13	6964	10	6109	8	5271	6
-History (teacher training course)	1533	3	1678	3	1701	2	1685	2	1492	2
Translation and interpretation	2655	6	3387	6	3734	5	3950	5	3887	5
HUMANITIES AND SOCIAL SCIENCES, TOTAL	45565	100	59327	100	70427	100	77996	100	85977	100

Table 5: Austrian graduates (first university degree)(1) in "humanities" and "social sciences"
academic years 1980/81 - 1989/90

	1980/81			1983/84			1985/86			1987/88			1988/89		
	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%	total	female	fem.%
Humanities 1	245	115	47	222	114	51	306	163	53	465	309	66	518	326	63
-Philosophy	18	2	11	24	6	25	35	10	29	29	8	28	39	10	26
-Philology and cultural studies	87	50	57	61	31	51	83	38	46	135	94	70	155	119	77
-History/art	140	63	45	137	77	56	188	115	61	301	207	69	324	197	61
Humanities 2	194	98	51	221	120	54	267	168	63	378	252	67	392	254	65
-Educational studies	52	24	46	70	37	53	71	36	51	122	82	67	132	99	75
-Psychology	118	66	56	118	69	58	156	109	70	179	127	71	177	119	67
-Journalism and communication science	24	8	33	33	14	42	40	23	58	77	43	56	83	36	43
Social sciences	132	39	30	122	46	38	141	50	35	162	60	37	167	56	34
-Sociology	24	9	38	31	15	48	22	8	36	31	18	58	24	11	46
-Politics	10	1	10	23	10	43	35	13	37	50	16	32	56	25	45
-Political economy	85	23	27	49	15	31	68	24	35	62	16	26	65	12	18
-Social administration	13	6	46	15	6	40	13	5	38	14	8	57	19	7	37
-Statistics	0	0	0	4	0	0	3	0	0	5	2	40	3	1	33
Business studies	668	201	30	926	284	31	1087	366	34	1304	454	35	1405	527	38
-Business administration and applied business administr.(t.c.)	399	88	22	602	139	23	686	190	28	836	244	29	884	273	31
-Commerce	145	66	46	184	79	43	245	102	42	257	115	45	284	144	51
-Economics - Computer science and applied computer science (t.c.)	42	3	7	57	14	25	55	12	22	102	24	24	113	27	24
-Economics (teacher training course)	82	44	54	83	52	63	101	62	61	109	71	65	124	83	67
Teacher studies	879	556	63	823	568	69	734	531	72	883	653	74	585	436	75
-Psychology, education and philosophy (teacher training course)	14	4	29	23	10	43	32	23	72	81	68	84	51	36	71
-Philology (teacher training courses)	763	503	66	647	465	72	562	420	75	596	453	76	385	296	77
-History (teacher training course)	102	49	48	153	93	61	140	88	63	206	132	64	149	104	70
Translation and interpretation	89	77	87	106	100	94	129	110	85	130	115	88	145	127	88
HUMANITIES AND SOCIAL SCIENCES, TOTAL	2207	1086	49	2420	1232	51	2664	1388	52	3322	1843	55	3212	1726	54

(1) There is no statistical distinction between first and second degree before the academic year 1982/83

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Table 5a: Austrian graduates (first university degree)(1) in "humanities" and "social sciences"
academic years 1980/81 - 1989/90, INDEX 1980 = 100

	1980/81		1983/84		1985/86		1987/88		1988/89	
	total	Index	total	Index	total	Index	total	Index	total	Index
Humanities 1	245	100	222	91	306	125	465	190	518	211
-Philosophy	18	100	24	133	35	194	29	161	39	217
-Philology and cultural studies	87	100	61	70	83	95	135	155	155	178
-History/art	140	100	137	98	188	134	301	215	324	231
Humanities 2	194	100	221	114	267	138	378	195	392	202
-Educational studies	52	100	70	135	71	137	122	235	132	254
-Psychology	118	100	118	100	156	132	179	152	177	150
-Journalism and communication science	24	100	33	138	40	167	77	321	83	346
Social sciences	132	100	122	92	141	107	162	123	167	127
-Sociology	24	100	31	129	22	92	31	129	24	100
-Politics	10	100	23	230	35	350	50	500	56	560
-Political economy	85	100	49	58	68	80	62	73	65	76
-Social administration	13	100	15	115	13	100	14	108	19	146
-Statistics	0	100	4	?n?	3	?n?	5	?n?	3	?n?
Business studies	668	100	926	139	1087	163	1304	195	1405	210
-Business administration and applied business administr.(t.c.)	399	100	602	151	686	172	836	210	884	222
-Commerce	145	100	184	127	245	169	257	177	284	196
-Economics - Computer Science and applied computer science (t.c.)	42	100	57	136	55	131	102	243	113	269
-Economics (teacher training course)	82	100	83	101	101	123	109	133	124	151
Teacher studies	879	100	823	94	734	84	883	100	585	67
-Psychology, education and philosophy (teacher training course)	14	100	23	164	32	229	81	579	51	364
-Philology (teacher training courses)	763	100	647	85	562	74	596	78	385	50
-History (teacher training course)	102	100	153	150	140	137	206	202	149	146
Translation and interpretation	89	100	106	119	129	145	130	146	145	163
HUMANITIES AND SOCIAL SCIENCES, TOTAL	2207	100	2420	110	2664	121	3322	151	3212	146

(1) There is no statistical distinction between first and second degree before the academic year 1982/83

Table 5b: Percentage distribution of austrian graduates (first university degree)(1) in "humanities" and "social sciences" academic years 1980/81 - 1989/90

	1980/81		1983/84		1985/86		1987/88		1988/89	
	total	percent	total	percent	total	percent	total	percent	total	percent
Humanities 1	245	11	222	9	306	11	465	14	518	16
-Philosophy	18	1	24	1	35	1	29	1	39	1
-Philology and cultural studies	87	4	61	3	83	3	135	4	155	5
-History/art	140	6	137	6	188	7	301	9	324	10
Humanities 2	194	9	221	9	267	10	378	11	392	12
-Educational studies	52	2	70	3	71	3	122	4	132	4
-Psychology	118	5	118	5	156	6	179	5	177	6
-Journalism and communication science	24	1	33	1	40	2	77	2	83	3
Social sciences	132	6	122	5	141	5	162	5	167	5
-Sociology	24	1	31	1	22	1	31	1	24	1
-Politics	10	0	23	1	35	1	50	2	56	2
-Political economy	85	4	49	2	68	3	62	2	65	2
-Social administration	13	1	15	1	13	0	14	0	19	1
-Statistics	0	0	4	0	3	0	5	0	3	0
Business studies	668	30	926	38	1087	41	1304	39	1405	44
-Business administration and applied business administr.(t.c.)	399	18	602	25	686	26	836	25	884	28
-Commerce	145	7	184	8	245	9	257	8	284	9
-Economics - Computer Science and applied computer science (t.c.)	42	2	57	2	55	2	102	3	113	4
-Economics (teacher training course)	82	4	83	3	101	4	109	3	124	4
Teacher studies	879	40	823	34	734	28	883	27	585	18
-Psychology, education and philosophy (teacher training course)	14	1	23	1	32	1	81	2	51	2
-Philology (teacher training courses)	763	35	647	27	562	21	596	18	385	12
-History (teacher training course)	102	5	153	6	140	5	206	6	149	5
Translation and interpretation	89	4	106	4	129	5	130	4	145	5
HUMANITIES AND SOCIAL SCIENCES, TOTAL	2207	100	2420	100	2664	100	3322	100	3212	100

(1) There is no statistical distinction between first and second degree before the academic year 1982/83

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Table 6 : Staff (Posts) in Social Sciences, Business Studies and Humanities, 1977 - 1990, total and Index 1977 = 100

	1977		1980		1983		1985		1988		1990	
	total	Index	total	Index	total	Index	total	Index	total	Index	total	Index
Social sciences, business studies												
Professors	118,0	100	126,0	107	138,0	117	138,0	117	158,0	134	170,0	144
Assistants	293,0	100	299,0	102	320,0	109	331,0	113	398,0	136	444,0	152
Research & teaching staff, total	424,0	100	442,0	104	478,0	113	490,0	116	595,0	140	655,0	154
Administrative staff	n.a.	-	n.a.	-	213,0	-	221,5	-	275,5	-	323,0	-
Humanities (1)												
Professors	250,0	100	273,0	109	334,0	134	327,0	131	337,0	135	338,0	135
Assistants	537,0	100	527,0	98	538,5	100	554,5	103	597,5	111	640,5	119
Research & teaching staff, total	926,0	100	947,0	102	1019,5	110	1071,5	116	1150,0	124	1189,0	128
Administrative staff	n.a.	-	n.a.	-	315,5	-	311,0	-	342,5	-	364,0	-
Total												
Professors	368,0	100	399,0	108	472,0	128	465,0	126	495,0	135	508,0	138
Assistants	830,5	100	826,0	99	858,5	103	885,5	107	995,5	120	1085,5	131
Research & teaching staff, total	1350,0	100	1389,0	103	1497,5	111	1561,5	116	1745,0	129	1844,0	137
Administrative staff	n.a.	-	n.a.	-	528,50	-	532,50	-	618,00	-	687,00	-

(1) including teaching studies and translation & interpretation

Table 7 : Unemployed Graduates in Humanities and Social Sciences and total, 1980 - 1990 and Index 1980=100

	1980		1982		1984		1986		1988		1990	
	total	index	total	index	total	index	total	index	total	index	total	index
Business studies	55	100	86	156	151	275	163	296	314	571	351	638
Business administration	22	100	48	218	74	336	86	391	198	900	236	1073
Commerce	31	100	36	116	71	229	73	235	108	348	103	332
Economics-computer science	0	-	0	-	0	-	0	-	0	-	3	-
Economics (teacher train.courses)	2	100	2	100	6	300	4	200	8	400	9	450
Social sciences	24	100	46	192	70	292	94	392	136	567	179	746
Sociology	2	100	11	550	11	550	20	1000	28	1400	42	2100
Politics	1	100	3	300	5	500	6	600	16	1600	36	3600
Political Economy	5	100	17	340	26	520	34	680	39	780	36	720
Others	16	100	15	94	28	175	34	213	53	331	65	406
Humanities	57	100	79	139	165	289	232	407	456	800	527	925
Teaching studies(1)	37	100	83	224	207	559	242	654	431	1165	437	1181
Translation and interpretation	4	100	14	350	37	925	42	1050	60	1500	58	1450
Unemployed graduates, TOTAL	132	100	725	549	1350	1023	2114	1602	3284	2488	3380	2561

(1) All types of teaching studies. The percentage of teaching studies in humanities is about seventy percent.

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